

Daily Lesson Plan

Instructor(s): 6 th Grade ELA Unit 3: Prentice Hall: Nonfiction	Date:
Lesson: Unit 3: (Fiction/Short Story)-From “Zlata’s Diary” by Zlata Filipovic	Unit 3: Prentice Hall: From “Zlata’s Diary” by Zlata Filipovic (More Complex)
Lesson Preparation: Goals for Today’s Lesson	
<p>Essential Question(s): What is important to know?</p> <p>Explain to students that throughout the school year they will be posed with big questions that relate to their life and everyday experiences.</p> <p>Background/Overview: <i>This nonfiction text was written by Zlata Filipovic. When she was a girl Filipovic lived Sarajevo a city in South Eastern Europe. Between 1992 and 1996, Sarajevo was under attack during a civil war.</i></p> <p>Learning Objective:</p> <ul style="list-style-type: none"> • Students will be able to determine a theme or central idea of a text and how it is conveyed through particular details provide a summary of the text distinct from personal opinions and judgments. • Students will be able to describe how a particular story’s or drama’s unfold in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. • Students will be able to cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • Students will be able to write arguments to support claims with clear reasons and relevant evidence. • Students will be able to support claims with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. 	
<p>CCLS for lesson: Standards:</p> <p>RI.1; RL.2; RL.3; W.1; W.1.b</p>	
<p>Materials/Resources: Prentice Hall Literature Grade 6. p. 384-392 Prentice Hall Literature Online-PhLitOnline.com</p>	
<p>Instructional Strategies (Differentiation of Teaching and/or activities):</p> <p>Whole Group- Remind students that an author’s purpose is his or her reason for writing. Review the chart “Clues to the Author’s Purpose”</p> <p>Review Types of Nonfiction in Prentice Hall Literature-Teachers Edition</p> <p>Teacher will display Get Connected Video.</p> <p>Discuss ways in which each element might provide a hint about the author’s reason for writing.</p> <p>Activity:</p> <p>Divide students into groups. Write the topic Birthday Part on the board or on chart paper. Then have group members generate a possible key idea of a nonfiction text about a birthday party. Explain that the key idea should take the form of a complete sentence.</p> <p>Next, have groups exchange key ideas.</p> <p>Instruct students to discuss and reach consciences’ about what the author’s purpose for writing might be. Then, have students think of at least two supporting details that might appear in the text.</p> <p>Invite groups to share their ideas with the class.</p>	

Daily Lesson Plan

Have students preview the selection vocabulary
Students will incorporate the vocabulary in their written responses.

Students will know: (Content/Concepts)

- Students will be able to determine a theme or central idea of a text and how it is conveyed through particular details provide a summary of the text distinct from personal opinions and judgments.
- Students will be able to describe how a particular story's or drama's unfold in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- Students will be able to cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Students will be able to write arguments to support claims with clear reasons and relevant evidence.
- Students will be able to support claims with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

Students will do: (Skills)

Identify textual support and evaluate its meaning.

Determine the author's purpose and explain if the purpose was indeed accomplished.

Determine the meaning of words and phrases as used in the text and gain a working knowledge of domain specific vocabulary in context.

Create written responses explaining how the author develops, compares, and contrasts his/her main idea or argument through multiple topics.

Produce clear and coherent writing in which the text structure, development, and vocabulary are appropriate to the specified audience.

Demonstrate command of the conventions of Standard English capitalization, punctuation and spelling when writing.

Use appropriate transitions to the coherence of written texts.

Add relevant facts, concrete details, quotations, and other examples to support a main idea or argument in a written piece.

Cite textual evidence to support written responses and apply conventions of Standard English grammar.

Write informative/explanatory texts to examine a topic and convey information through the selection and analysis of relevant content.

Mini-Lesson: Building Background/Activating Prior Knowledge (20% of the Lesson)

Vocabulary:	Big Question Vocabulary: concept, distinguish, examine, guess, judge, knowledge, limit, measure, narrow, observe, purpose, question, refer, source, study, rubble, Anne Frank, Sarajevo, terrified
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Do Now:	Instruct students to take a look at the picture on page 383. Critical Viewing- What does this picture of Zlata sitting in rubble tell you about her daily life?
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Mini Lesson: Steps for Building Background

Note Taking: Cornell Note-Taking Method

Read aloud the title.

Then, ask "What does the title tell you about this text and the author's purpose?"

Then ask students "How would you describe the author and her point of view about the world?"

Read aloud the first bracketed passage. Ask students the first figurative

Daily Lesson Plan

	<p>language question: 1. To what does Zlata compare the crowd of people? Why does she say it will “win”?</p> <p>Have a volunteer read aloud the highlighted sentences in the second entry on Sunday April 12, 1992. What fact does Zlata offer at the beginning of this entry, what stated idea about war does this fact support? Cite evidence from the text to support your ideas.</p> <p>“daddy took a few photos of the post office being devoured by flames”. Which word in this sentence has strong negative connotations? What does this word make you see and feel? p. 386</p>
<p style="text-align: center;">Students Practice & Apply New Knowledge (60% of the Lesson)</p>	
<p>Group Work and/or Independent Work:</p>	<p>Tier II What hardships did Zlata and her family endure during the war? How did these hardships change Zlata’s life? Why did Zlata have mixed feelings about leaving Sarajevo?</p> <p>Tier I Why do you think people around the world read Zlata’s diary? From what you read, why do you think Zlata believed her experiences during the war were important?</p> <p>Tier III Which details recorded in Zlata Filipovic’s diary did you find interesting? Explain. List three details to describe Zlata’s personality. Is Mimmy’s personality similar to Zlata’s? Support your answer.</p> <p>Sketch Theater: Students/Groups will Act out specific scenes in Zlata’s Diary.</p> <p>Students must complete one out of two of the tasks below: Determine the Author’s Point of View <i>Task 1: Write an essay in which you explain the author’s purpose and main idea by answering the question: What does this author want me to know or to do? Explain the point of view you think the author expresses in the text. Support your ideas by identifying any direct statements the author makes about his or her point of view. Further support your ideas by citing other details that show the author’s point of view.</i></p> <p>Determine the Central Idea <i>Task 2: write an essay in which you state the central idea of the text “Zlata’s Diary” in your own words. Then, explain how the central idea is developed in the work. Cite particular details from the beginning, middle, and end of the work that contribute to the development of the central idea.</i></p>
<p style="text-align: center;">Assess & Reflect on Student Learning</p>	

Daily Lesson Plan

Assess & Reflect on Student Learning (20% of the Lesson)

Share Out: <i>Assessment of New Learning</i>	Share of group responses...
Oral/Written Reflection	Homework Writing